

CHAPTER III

RESEARCH METHOD

A. Research Design

To accomplish the goals noted in the chapter I, the writer carried on a research of the eighth grade students of MTs An-Najah Cindai Alus Martapura. The research type is the field research by which the researcher attends to the intended place immediately to collect the data concerning students' anxiety and English speaking proficiency and to meet the resource persons who give the information needed accurately. Furthermore, the method used is quantitative because, the analysis of this research uses statistics to know the significant correlation between students' anxiety and English speaking proficiency. The writer use quantitative approach to provide an explanation about relationship between two variables in the research (Creswell, 2009). Quantitative approach basically is used for testing hypothesis and concluding the result to know the answer.

B. Research Setting

The research takes place at MTs An-Najah Cindai Alus Martapura. It is located on Jl. Taruna Praja, Cindai Alus village, RT. VII, Martapura districts, Banjar regency, South Kalimantan. The researcher takes this place since it has different educational system from other schools in common. In this study, the writer needed two months on October and December in collecting all data accurately and briefly. The data needed to make this study reasonable and acceptable.

C. Population and Sample

1. Population

According to Arikunto (2010), population is all of subject for the research. Alwi was cited by Qori (2015) the description of population is a group of person, objects, things that can be source of sample taking. And the population of this research are the students of the eighth grade of MTs An-Najah Cindai Alus Martapura. It consists of 2 classes, namely class VIII A and VIII B and the number of 2 classes is 49 students.

2. Sample

Arikunto (2010) states sample is a part of population of the research. Based on the data above, the writer took all of the population as the sample. This conclusion was taken logically based on Arikunto's opinion, "if the subject of the research less than 100, it will be better if all the subjects are taken as population, so the research called research population" or "of the subject of the research is more than 100, the subject can be reduced between 10 -15% - 20 – 25% or more as the sample" (Arikunto, 2010).

D. Data and Source of Data

1. Data

There are two kinds of data collected in the research as follows:

a. Data

The data is students' anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura, South Kalimantan. The data correlated each other by computation using

quantitative method between students' anxiety and English speaking proficiency.

b. Source of Data

Respondents: they are 49 students of the eighth grade in MTs An-Najah Cindai Alus Martapura.

E. Techniques of Data Collection

It is impossible to collect the data from respondent without any instrument. There will be several instruments used by writer to get the data from respondents, such as questionnaire, test, interview, and observation. Meanwhile, to discover the causes of students' anxiety to speak English and the students' English speaking proficiency, this research applies three techniques in undertaking data collection procedure.

1. Questionnaire

Using the questionnaire was already tested and found to be appropriate with the purpose of this data collection technique. This instrument assisted with establishing the presence of the students' anxiety on English speaking proficiency level.

2. Test (oral test)

The researcher gave some questions to the students immediately to know about the students' English speaking proficiency.

3. Observation

This technique was used to find the needed data, especially the secondary data.

F. Design of Measurement

The instrument is intended to know the correlation between students' anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura. The data about this research are gained by holding the test.

The researcher obtains the data about their anxiety on speaking English by conducting a questionnaire, whereas the data about the students' English speaking proficiency is obtained by an oral test.

1. Questionnaire

To measure the students' anxiety on speaking English, the writer prepared some question for asked the students. The questionnaire is a widely used and useful instrument for collecting survey information, providing structured often numerical data, being able to be administered without the presence of the researcher. In this case the questionnaire was Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS), which was used to investigate MTs students' foreign language anxiety in English speaking. In the FLCAS, there were 33 question items. Include communication apprehension 15 items, 9 items of fear of negative evaluation, and 9 items of test anxiety. The 33 items FLCAS uses a 5 point Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). But, the writer will use some of those questionnaire related to my researcher about twenty (20) question items. The writer just use the communication apprehension and fear negative evaluation questionnaire, because the study is

not in language learning in the class, but out of the class, when they doing the daily conversation at dormitory. The questionnaire was translated into Indonesian language to make easy for students to understand.

2. Oral test

It is for students test speaking, the speaking test adopted from Kondo. In the present speaking test, the participants were required to narrate a story orally based on the story of Cinderella. The participants were required to retell the story without the texts, in order to find out the result of students' English speaking proficiency is valid. The writer used the indicator of English speaking proficiency as follows:

1. Pronunciation

- 10 = has few traces of foreign accent
- 8 = always intelligible, though one is conscious of definite accent
- 6 = pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding
- 4 = very hard to understand because of pronunciations problems. Most frequently is asked to repeat.
- 2 = pronunciation problem as serve as make speech virtually unintelligible.

2. Grammar

- 10 = few errors with no repeated pattern of failure
- 8 = occasional errors showing imperfect control of some forms and structures but no weakness that causes misunderstanding

- 6 = frequent errors showing some major pattern uncontrolled and causing
- 4 = constant errors showing control of very few major patterns and frequently preventing communication.
- 2 = grammar almost entirely inaccurate, expect for few frequently repeated phrases

3. Vocabulary

- 10 = use of vocabulary and idioms is virtually that of native speaker
- 8 = sometimes use inappropriate terms and or must rephrase ideas because of lexical inadequacies
- 6 = frequently use the wrong words, conversation somewhat limited because of inadequate vocabulary
- 4 = misuse of word and very limited vocabulary make comprehension quite difficult
- 2 = vocabulary limitations so extreme as to make conversation virtually impossible

4. Fluency

- 10 = appears as fluent and effortless as that of native speaker
- 8 = speed of speech seems to be slight affected by language problem
- 6 = speed and fluency are rather strongly affected by language problem

- 4 = usually hesitant, often forced into silence by language limitation
- 2 = speech is so halting and fragmentally that conversation is virtually impossible

5. Comprehension

- 10 = appears to understand every things without difficulty
- 8 = understand nearly every things at normal speed, although occasional repetition may be necessary
- 6 = understand most of what is said at slower-than-normal speed with repetition
- 4 = has great difficulty following what is said. Can comprehend only social conversation spoken slowly and with frequent repetitions
- 2 = cannot be said to understand even simple conversational English

Mean of the score is got by the pattern below:

$$M = \frac{\sum x}{N}$$

Explanation:

M	=	Mean score
$\sum x$	=	Accumulate score
N	=	Number of respondent

After calculating the mean of the students test result by applying formula above, the writer determines the degree of the students' speaking English proficiency by consulting to these following categories:

Table 1.1 Categories of Students' Speaking English Proficiency

Score	Interpretation
40 – 50	Excellent
30 - <40	High
20 - <30	Sufficient
10 - <20	Low
0 -10	Very low

3. Measuring the correlation

The last calculating step is determining the degree of the correlation between students' anxiety and English speaking proficiency by implementing the following correlational formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

From the research instrument of the score above, it can be obtained the correlation between students' anxiety and English speaking proficiency of the eighth grade students of MTs An-Najah Cindai Alus Martapura (Murdan, 2005).

G. Techniques of Data Processing and Analysis

1. Techniques of Data Processing

a. Checking

This technique is used to check all of the collected data to make sure whether they are already complete or not. The checking also includes classifying the data into certain classification.

b. Scoring

In this step, the writer gives the score for the students' work based on the students' answer and the responses in the questionnaires.

c. Tabulating

After scoring, the writer arranges the scores into tables on the data classification that have been done before. Calculating the frequency of the data is also including in this technique.

d. Data interpretation

When all the data have been calculated, the next step of data processing is to interpret the data which have been tabulated by using the following categories:

The value of "r" Pearson product moment (r_{xy})	Interpretation
0,08 – 1,00	There is a very strong correlation between variable X and variable Y
0,60 – 0, 80	There is a strong correlation between variable X and variable Y
0,40 – 0,60	There is a fair or moderate correlation between variable X and variable Y
0,20 – 0,40	There is a weak correlation between variable X and variable Y
0,00 – 0,20	There is a correlation between

	variable X and variable Y, but the correlation is very weak that the correlation is disregarded, or, in other words, there is no correlation between variable X and variable Y.
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2. Techniques of Data Analysis

After the data have all been collected, the writer is going to process and analyse them by applying the data in correlation formula and then re-process the data by using SPSS-20 (Statistical Package for the Social Science). This second process is aimed to confirmed the result which been obtained from manual measuring in correlational formula. After that, the writer is going to present the result of the research descriptively and conclude them in inductive way of concluding.

H. Research Procedure

In this section, the steps of the procedure for conducting this study are presented. The writer conduct the observation, meet all the students, explain them how to fill the questionnaire and then asked the students to fill the FLCAS questionnaire, then the writer collected the questionnaire three days after, and while the questionnaire back, the writer do the oral test to all the students. Finally, the writer analysed the data by using SPSS-20 and Microsoft Office Excel. According to the statistical result, the author interpreted the study findings.

The data analysis of the study were done quantitatively, to answer the research question about, (1) what is students' anxiety on speaking English level (2) what is the correlation between students' anxiety and English speaking proficiency.

1. Data Analysis Procedure

The English language anxiety data was analysed by:

a. Determining the categories of English anxiety level

For this analysis, ordinal categories were used. As cited in Fadhillah from Azwar (1999) suggest that ordinal categories based on normal distribution is divided into six parts of standard deviation.

The aim of this categorization was to separate the data into groups by level. In this case, the category was not more than 5 levels, but not less than 3 levels.

The formula for categorizing the 5 levels of anxiety was:

$$X \leq \mu - 1.5\sigma \quad = \text{Very low anxiety}$$

$$\mu - 1.5\sigma < X \leq \mu - 0.5\sigma \quad = \text{Low anxiety}$$

$$\mu - 0.5\sigma < X \leq \mu - 0.5\sigma \quad = \text{Moderate anxiety}$$

$$\mu + 0.5\sigma < X \leq \mu - 0.5\sigma \quad = \text{High anxiety}$$

$$\mu + 1.5\sigma < X \quad = \text{Very high anxiety}$$

X = Individual score

μ = Number of item x Median score of five-point Likert scale

σ = (Number of item x Highest score of five-point Likert scale –
Number of item x Lowest score of five-point Likert scale) / 6

From the formula above, the writer obtained categories of English language anxiety level; as shown in tables 1.2 to 1.4.

Table 1.2 Categories of Anxiety Level for 15 items of FLCAS

Score obtained	Anxiety Level
≤ 40	Very low anxiety
40 to 53.33	Low anxiety
53.33 to 66.66	Moderate anxiety
66.66 to 79.99	High anxiety
> 79.99	Very high anxiety

Table 1.3 Categories of Anxiety Level for Communication**Apprehension dimension**

Score obtained	Anxiety Level
≤ 24	Very low anxiety
24 to 32	Low anxiety
32 to 40	Moderate anxiety
40 to 48	High anxiety
> 48	Very high anxiety

Table 1.4 Categories of Anxiety Level for Fear of Negative**Evaluation**

Score obtained	Anxiety Level
≤ 16	Very low anxiety
16 to 21.33	Low anxiety
21.33 to 26.66	Moderate anxiety

26.66 to 31.99	High anxiety
> 31.99	Very high anxiety

- b. Determining the mean score for English anxiety, consisting of overall items, communication apprehension and fear of negative evaluation. The mean score for students' English speaking proficiency was also determined.
- c. Determining the correlation between students' anxiety in speaking English and students' English speaking proficiency.

Pearson correlation test was used to determine whether there is a relationship between students' anxiety and speaking English proficiency in English as a foreign language.

2. SMP Tahfidzul Qur'an Study Result

The instrument used for the study was tested earlier through the eighth grade of SMP Tahfidzul Qur'an An-Najah Boarding School, the test was intended to find out: (1) Level of instrument reliability and (2) Appropriateness of instruction and clarity of language used.

SMP Tahfidzul Qur'an took place at An-Najah Boarding School Cindai Alus Martapura South Kalimantan Indonesia to look at the relationship between the variables established earlier. Twenty students were involved in SMP Tahfidzul Qur'an. All subjects had the same characteristics with subjects of the main research to be conducted.

The collected data was analysed to obtain Cronbach's Alpha, as cited by Ridha Fadillah from Sekaran (2000), the overall Cronbach coefficient alpha obtained was 0.95, and he explained that alpha exceeding 0.9 was very high reliability. For alpha which is lower than 0.6 the reliability is considered to be weak, and for alpha 0.7 to 0.8, it is considered as average and could be accepted. Whereas for alpha which is lower than 0.6, the reliability is considered to be weak.

As per dimension, for communication apprehension the alpha was 0.93, and for fear of negative evaluation was 0.82, there was no deleted item from the questionnaire, in overall.

Table 1.5 A summary of SMP Tahfidzul Qur'an study reliability indexes of FLCAS

No.	Items	Alpha Value
1.	20 Items (Students' Anxiety)	0.95
2.	12 Items (Communication Apprehension)	0.93
3.	8 Items (Fear of Negative Evaluation)	0.82